2. What is Prehistory?

Prehistory: It is the period that begins with our first ancestors, about four million years ago, and finishes with the invention of writing, about 3,000 B.C. There was no written texts during this period.

Prehistory is divided into three periods:

The **Palaeolithic Age** (from *paleo* old and *lithos* stone) extends from our first ancestors to about 9,000 B.C. The first human beings lived from hunting, fishing and gathering wild fruit and were nomadic.



A biface

The **Neolithic Age** (from *neo* new and *lithos* stone) began about 9,000 B.C. to the invention of writing, about 3,000 B.C. Human beings lived from agriculture and cattle raising and were sedentary.



A hand mill

The **Metal Ages** began about 7,000 years ago. Human beings learned to use metals to make objects.



Bronze Age weaponry and ornaments

Activities

1. What is Prehistory?
2. Complete this table.

	-From… -What happened?	**…to.** -What happened?	**Etimology**	**Characteristics**
Palaeolithic Age				
Neolithic Age				
Metal Ages		X	X	

3. **SPEAKING!!** Make sentences with the information you have learned. For example:

The Palaeolithic Age is the period that started 4 millions years ago with our first ancestors and finished in 9,000 B.C. with the invention of writing. It means "old stone"

Techniques

Measuring historical time

Chronology

Chronology is a science that aids history. It analyses cultures by ordering them in terms of the date of historical events. Generally, there are two types of chronologies: calendars and eras.

- **Calendars** order time on the basis of natural processes, such as lunar phases (lunar calendars), or the alternation of day and night (solar calendars).
- **Eras** calculate time on the basis of a singular and unrepeatable event. For example, the foundation of a city, the birth or death of a religious figure or the start of a reign. Such events are taken as the point of departure or zero year marking the start of the era.



Roman solar calendar

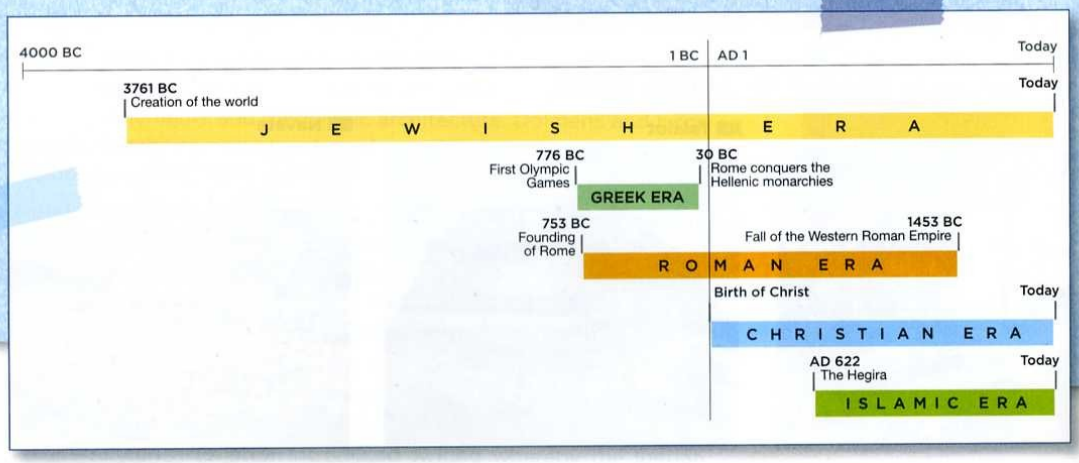
Civilisations and time

Measurements of time are a form of convention, or, in other words, the result of a social agreement. As a result, each civilisation has chosen various moments for the start of its era. For example:

- **Greeks** counted in Olympiads (four-year periods). They used the celebration of the first Olympic Games, which took place in 776 BC, as a starting point.
- **Romans** counted their years from the foundation of Rome in the year 753 BC.
- **Muslims** count time from the Hegira - Muhammad's flight from Mecca to Medina, which took place in AD 622. Islamic years are lunar years and have 355 days.
- **Jews** calculate the year from the day of the world's creation, which, according to their beliefs, occurred in the year 3761 BC.
- **Maya** used a cyclical calendar that was repeated every 52 years.



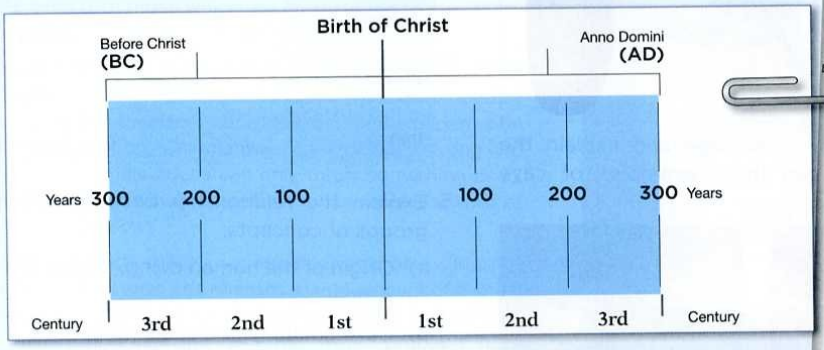
Mayan cyclical calendar



The Christian era

In western culture, the point of departure or year zero for dating is provided by the birth of Christ, the period following which is known as the Christian era. Therefore:

- **Events** that took place **before the birth of Christ** are indicated with the abbreviation BC (before Christ) or they are preceded by a minus sign (-10000; -15000). They are given in a decreasing order down to zero.
- **Events** that took place **after the birth of Christ** are indicated with the abbreviation AD (Anno Domini, the Latin for 'in the year of our Lord'). They are given in an increasing order starting from zero. However, remember that the year 0 does not exist.



Temporal units

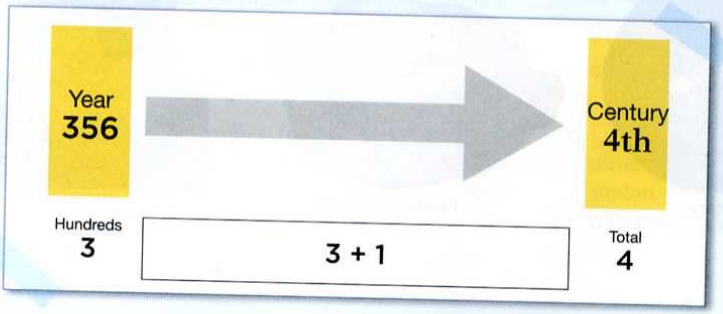
Time is measured in temporal units such as days, weeks, months and years.

However, as history has to explain events that took place over a much longer period of time, other temporal units are also used, such as:

- **Lustrum** or **quinquennium** (5 years)
- **Decade** (10 years)
- **Century** (100 years)
- **Millennium** (1000 years)

In Spanish, the millennia and centuries are written with Roman numerals (for example, II instead of 2nd; XVII instead of 17th century); the years are written with Arabic numerals (for example, 2014). In English, millennia, centuries and years are all written in Arabic numerals (for example, 2nd millennium BC, 16th century AD, 2014).

To know which century a specific year belongs to, one is added to the hundred figure. For example, the year 356 belongs to the 4th century (3+1). This does not apply to years ending in 00; in this case, the century is indicated by the two figures that precede the two zeros (2000 = 20th century).



Learning by acting

Put into practice

1. Calculate the number of years that passed between these dates: a) 235 BC and AD 235; b) 1000 BC and AD 2000
2. To which century do the following years belong: 1000, 760, 34, -550, -200?
3. To which year of the Roman era does AD 400 of the Christian era correspond? And the year 200 BC?
4. Calculate: a) How many centuries are there in three millennia? b) How many decades are there in a century? c) How many lustrums are there in two decades? d) How many years are there in 1.5 centuries? e) How many quinquenniums are there in a millennium?

1 Ages and sources of prehistory

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1.1 Time and the science of history

History is the science that studies humanity's past. To do so, it analyses the civilisations that have occurred over time with regard to their political, economic, social, cultural and artistic aspects.

To facilitate the study of these, historians divide historical time into periods of variable lengths that are separated on the basis of key events. The most widely used periods are eras and ages.

- There are two **eras**: the prehistorical, and what is officially termed as the historical. They are separated by the invention of writing in circa 3250 BC.
- The **ages** are shorter periods of time within prehistory and history. These are the Stone, Bronze and Iron ages in prehistory, and the Ancient, Middle, Modern and Contemporary ages in history.

1.2 The division of prehistory

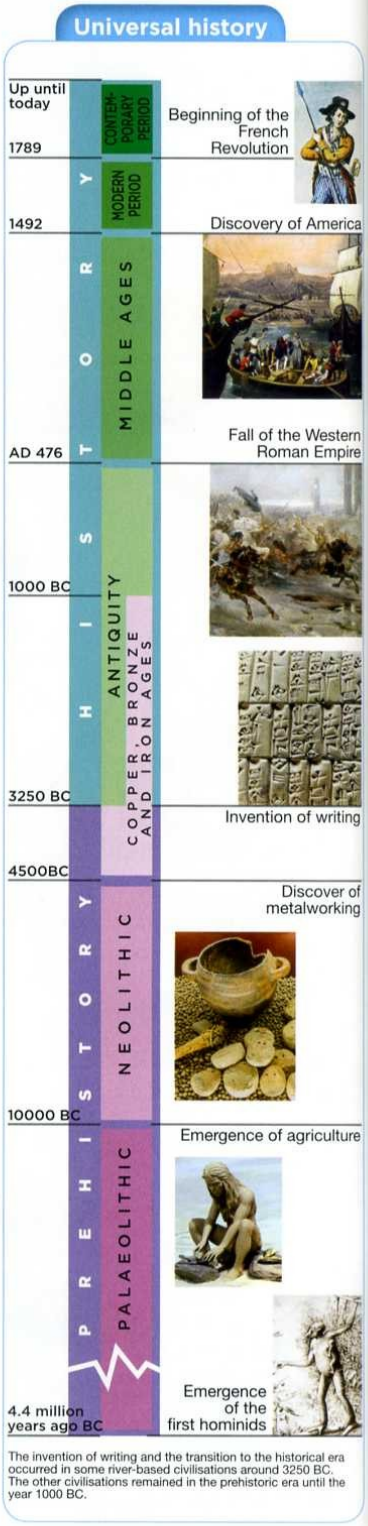
Prehistory covers the period of time from the emergence of the first hominids, some 4.4 million years ago, and the invention of writing in circa 3250 BC. This extensive period of time is often subdivided into two major ages, which are defined by the main material human beings used to manufacture their tools:

- The **Stone Age** comprises two periods: the **Palaeolithic** (4.4 million years-10000 BC) and the **Neolithic** (10000-4500 BC). At a certain time in the Palaeolithic period, some 2.5 million years ago, the oldest technique of manufacturing stone tools began to be used. It is referred to as stonecutting and it involved striking one stone against another until a sharp edge had been made. In the Neolithic period, stonecutting was perfected with grinding, which enabled the surface and edges of the stone utensils to be smoothed in order to give them a better cutting edge.
- The **Copper, Bronze and Iron Ages** (4500-1000 BC) began when human beings began making tools out of metal. The three periods are distinguished by the metal used: first, copper; then, bronze; and, later, iron.

1.3 The sources for prehistory

There are no written documents for the study of prehistory. Therefore, to understand the facts for this period, prehistorians use sources such as the material and human remains (bones, tools, pottery, etc.) left behind by primitive human beings as well as those left behind by the plants and animals of their time.

Most of these remains are found buried underground. To find them and dig them up, prehistorians have to carry out slow and expensive **archaeological excavations.** During these excavations, layers of Earth are dug up to move back through time: every item found is dated and a record for it is made.



The invention of writing and the transition to the historical era occurred in some river-based civilisations around 3250 BC. The other civilisations remained in the prehistoric era until the year 1000 BC.

How archaeologists read the past

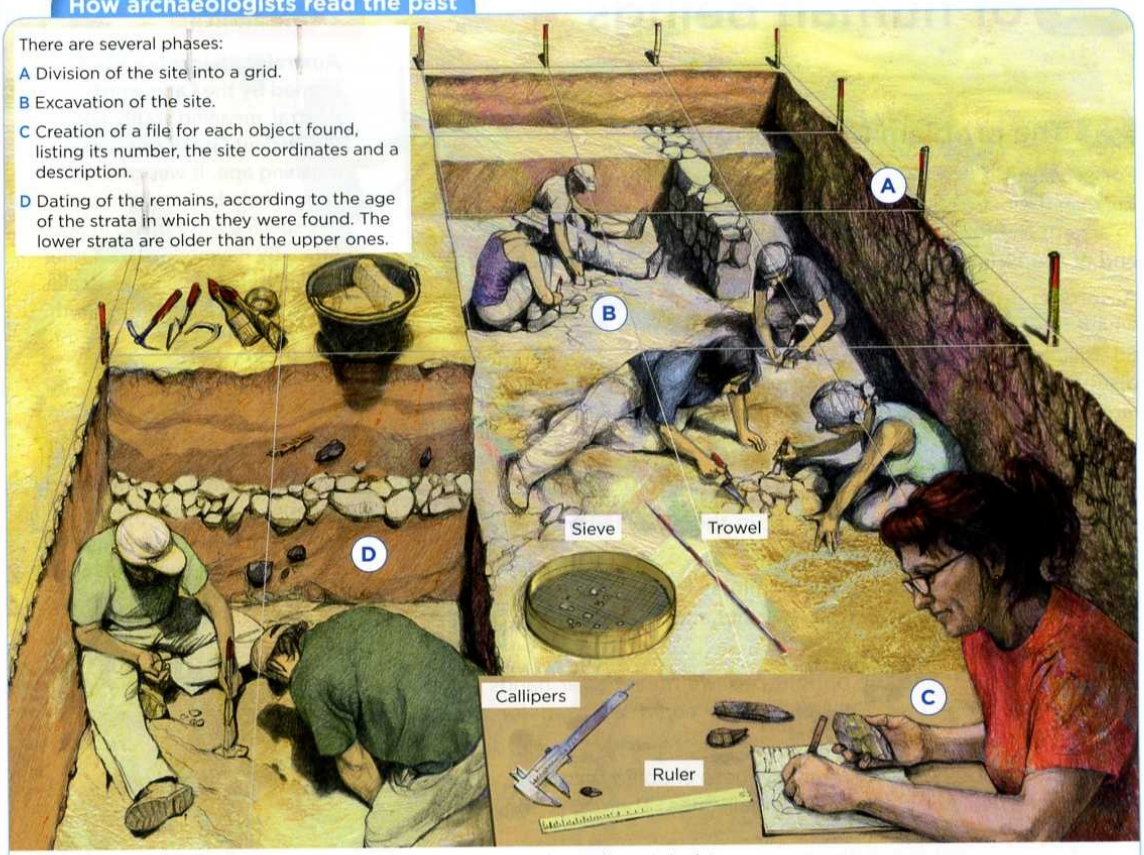
There are several phases:

A Division of the site into a grid.

B Excavation of the site.

C Creation of a file for each object found, listing its number, the site coordinates and a description.

D Dating of the remains, according to the age of the strata in which they were found. The lower strata are older than the upper ones.



Archaeological remains are studied by a range of specialists such as palaeontologists, anthropologists, prehistorians and archaeologists. They use a range of **tools**. These include a trowel, to carefully remove the soil; a pair of callipers to measure small scale finds; a ruler, to place near the objects when photographing them in order to demonstrate their real size; a sieve to sift the soil, etc.

Skills progress

Finding information

1 What event separates prehistory from history? When did it occur? Why do you think it was important?

Solving problems

2 After the appearance of the first hominids, how many years elapsed before the invention of writing? And how many years have elapsed since the appearance of writing?

3 Using the timeline as a guide, answer these two questions: Which of the historical periods lasted the longest and which was the shortest? What significant events separate the ages from one another?

Understanding historical reality

4 These dates correspond to different periods of prehistory: a) 2500 BC; b) 6000 BC; c) 1500000 BC

- List them starting with the oldest and ending with the most recent.
- Relate each of them to a period of prehistory and a tool manufacturing material.

Working with pictures

5 Study drawing D, which shows an archaeological excavation. Which objects would be the oldest, the upper ones or the lower ones? Why?

3 Life in the Palaeolithic period (I)

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The Palaeolithic period runs from the appearance of the first hominids, some **4.4 million years ago,** up until the discovery of agriculture and livestock farming, in **10000 BC.**

3.1 Daily life of the hunter peoples

The first humans inhabited Africa in torrid climate zones. However, as they moved out across Europe and Asia, they had to adapt to the alternation of glacial periods. This meant a very cold climate and extensive regions permanently covered with ice, interspersed with interglacial periods which brought a more benign climate and less extreme temperatures.

Life for men and women in such a varied environment was very difficult, and the majority of their efforts were focused on finding enough food to survive.

The predatory economy

Their way of feeding was predatory, given that they did not replace the resources taken from nature. It was based on collecting fruit, fishing and hunting animals such as deer, reindeer, bison, horses and mammoths. From this prey, they obtained fat, tendons and hides to clothe themselves with, leather for footwear, and bones to create tools.

The nomadic life

Their way of feeding meant that groups of humans had to live a way of life known as **nomadism,** which means that they constantly moved from place to place while following the animals they hunted.

During the **summer,** they lived in the open air, close to rivers and in animal hide tents or huts made of tree trunks and branches. When **winter** came, they sought refuge in natural caves, where they consumed any provisions they had gathered, prepared hides that they used to keep themselves warm and made weapons and utensils.

3.2 Technological contributions and inventions

- **Stone tools** were made using a carving technique. This consisted of striking one stone against another to make axes or bifaces, arrow heads and knives. The pieces that came away as the stones (stone chips) were struck against one another were used as knives, scrapers and racloirs. They also used bones and antlers to produce harpoons, fish hooks and needles.
- **Fire** was discovered some 1.5 million years ago, and it was one of their principal inventions, as it provided light and heat when used inside caves, frightened savage animals and could be used to cook food and dry animal hides.

 It also favoured social relations, as, sitting around a fire, tribe members could share their daily activities and assign duties to one another.

FOCUS on English

Biface refers to a type of Palaeolithic tool made of stone and used as a knife. This word is made up of the prefix *bi-*, meaning *two-* and the word face, which comes from the Latin *facia*.

Skills progress

Understanding historical reality

1 What events marked the beginning and the end of the Palaeolithic period? When did they occur?

2 What does it mean when we say that the Palaeolithic economy was predatory? Do we have a predatory economy today? Give reasons for your answer.

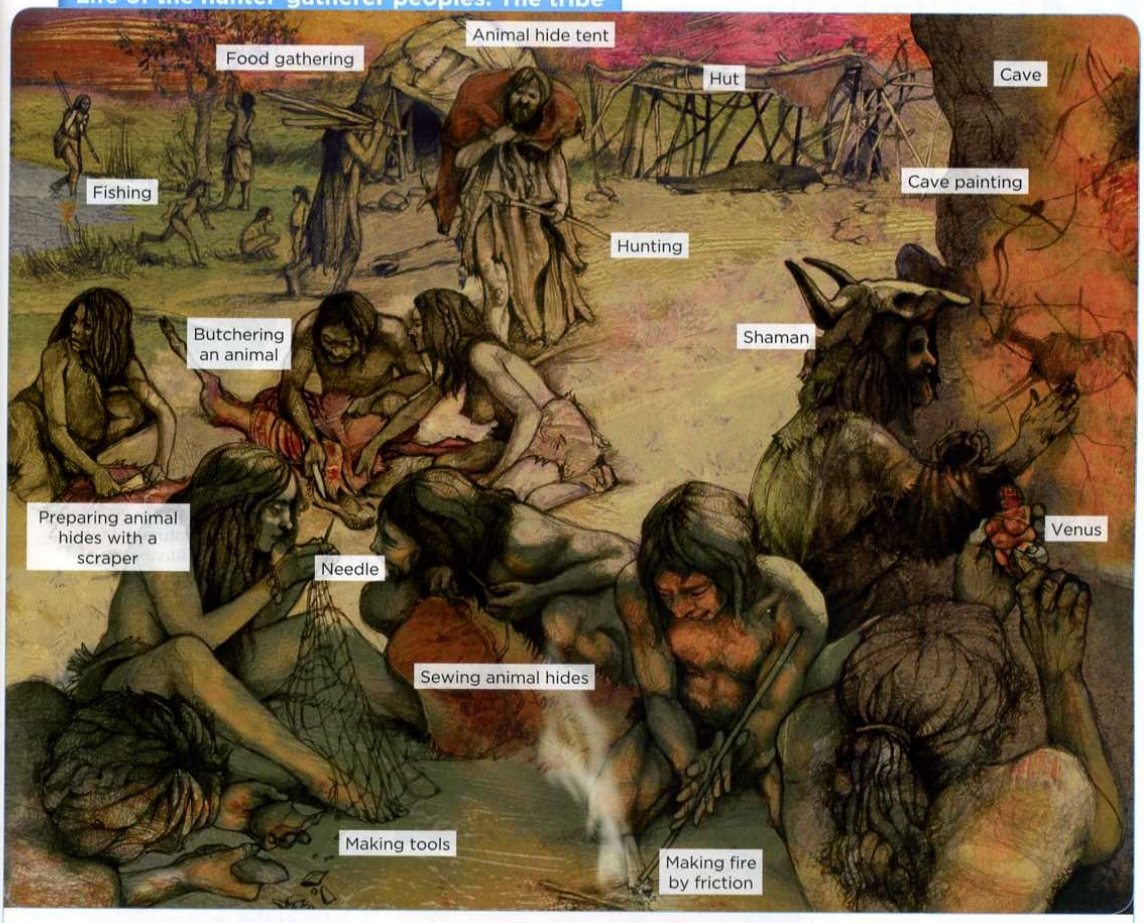
Organising information

3 Use the text and illustrations to create a summary table on life in the Palaeolithic period. It should include the following sections: chronology, economy, contributions and inventions.

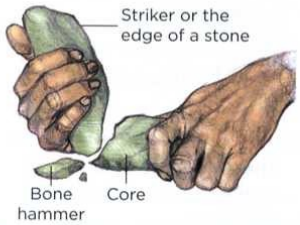
Understanding texts

4 Besides stone, what other materials were used to make tools in the Palaeolithic period?

Life of the hunter-gatherer peoples. The tribe



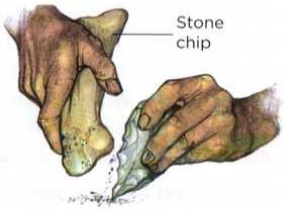
How a stone tool was made



First. Select the core of a flint and shape it with a stone tool.



Second. Strike it repeatedly until an undulating, but sharp, edge is obtained.



Third. Refine the shape of the tool using a bone hammer.

Skills progress

Working with pictures

5 Study the images and answer the following questions: a) What activities are being undertaken by the people in the illustration? b) What types of dwellings did they live in? c) How did they make a tool? d) Fire was obtained by percussion and friction. Find out what both of these involved. Which one is represented in the image?

4 Life in the Palaeolithic period (II)

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4.1 Tribal society

Palaeolithic society was structured by tribes consisting of twenty to thirty people, who were linked by family ties.

It is possible that some of the tribe members had greater importance than others, such as the strongest warrior, the shaman or the healer. Work may also have been allocated by gender.

4.2 Beliefs and spiritual life

The religious beliefs of the Palaeolithic age are not known. However, it is understood they may have taken three forms:

- **Belief in the power of natural elements.** Natural elements may have been considered as superior beings and thus feared and worshipped: the Sun, the Moon, the stars, the rain, thunder, etc. Tribal societies may also have believed in spirits that had a beneficial or harmful influence on human life.
- **Magic rituals** may have been used to influence natural forces and spirits in order to gain protection from danger.
- **Veneration of the dead.** The dead were buried in specific postures, along with items consisting of weapons, adornments, amulets and food. This would seem to indicate a belief in a life after death.

4.3 The birth of art

The first human art forms date from the Palaeolithic period. They consist of portable art and cave paintings.

- **Portable art** consisted of moveable objects. These works were made on stone, bone or ivory and decorated with reliefs and engravings, and at times they were also painted. Amongst the known examples, of special note are chips of stone or bone decorated with animals; engraved sticks that may have served as tools for hunting or symbols of authority; weapons (spear throwers) and pendants. They also made **Venus** figures or small statues of women for which detail was especially given to the feminine attributes. These figures could indicate a form of worship focused on fertility.
- **Cave painting** first appeared at the end of the Palaeolithic period, some 40 000 years ago. It was undertaken on the walls and ceilings of caves or in natural shelters. The paintings represented animals (bison, horses, mammoths, deer) and schematically drawn human beings in scenes of hunting, war or rituals. Emblems such as hands, vulvas and other strange symbols also appear.

 The meaning of these works is not known, although they were possibly related to magic or religious rituals.

 In Europe, 80 % of the known examples are found in France (Lascaux) and the Cantabrian and eastern areas of the Iberian Peninsula. However, there are remains in other places in Europe (Italy, Romania and Russia), Asia and Africa.

The Palaeolithic Venus



Willendorf Venus (22000 to 20000 BC). Limestone. 11.1 cm. Natural History Museum of Vienna (Austria).

Skills progress

Writing coherent texts

1 First think about and then write an account of the possible forms of male and female work undertaken in a tribal society.

Understanding texts

2 Read the relevant information from the text and answer the following questions:

a) What evidence would seem to indicate a belief in life after death?

b) What evidence is there for the existence of a fertility cult?

Building vocabulary

3 Explain the difference between the terms *portable art* and *cave painting*.

Learning about art

4 Comment on the image of the Willendorf Venus: chronology, material, anatomy, interpretation, etc.

Mural or cave painting

Main caves



Palaeolithic paintings called cave paintings were created across Europe from the Iberian Peninsula to Siberia (A).

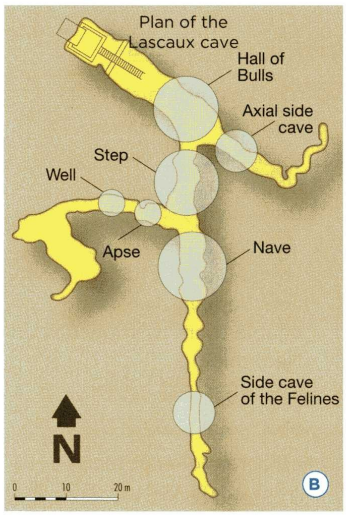
These paintings were made in the deepest parts of caves, such as Lascaux (B).

Many of these paintings are polychrome, which means they were produced in a range of colours. This was achieved by mixing animal fat with natural substances, such as iron oxide (red), charcoal (black) and earth (ochre).

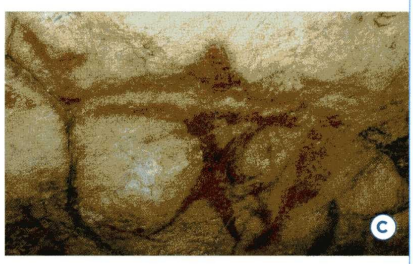
The colours were applied with the fingers using natural fibre wadding or by blowing the pigment through a bird bone as was done for this hand print (D).

The main subjects were animals and their environment, which were painted on a large scale and with a high degree of realism, hands and a range of signs (C), (D), and (E).

Plan of the Lascaux cave



Altamira cave paintings





Cave painting in the Lascaux cave



Skills progress

Analysing styles

5 Which countries in Europe have the highest concentration of cave paintings?

6 Look at the illustrations. Comment on the cave paintings: place where they are found, colouring, subject, mode of representation and possible meaning.

5 Life in the Neolithic period

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The Neolithic period began around **10000 BC,** with the beginnings of agriculture and livestock farming, and it ended around **4500 BC,** when metalworking began to be developed.

5.1 Agricultural and livestock farming peoples

Around 10 000 years ago, an interglacial period began, which gave rise to a gradual increase in temperature and a process of climactic change on Earth. Palaeolithic mankind had to adapt to these environmental changes and find new ways of sustaining itself. As a result of this search, agriculture and livestock farming began to be practised, which began a new period of prehistory: the **Neolithic** period.

The change began in what is called the **Fertile Crescent,** which is a half-moon shaped region extending from the rivers Tigris and Euphrates up to the Nile.

The productive economy

During the Neolithic period, the economy came to be a **productive economy. Agriculture** began to be developed when it was observed that seeds that fell to the ground grew into new plants over time. The forms of agriculture practised were based above all on the cultivation of cereals, such as wheat and rice. **Livestock farming** arose following the custom of confining animals (sheep, goats, pigs and oxen) in pens to keep them as a meat source, should hunting prey become scarce.

The birth of a sedentary way of life

The farmers and herdsmen adopted a **sedentary way of life,** as they had to remain near their fields of crops and herds. As a result, small **hamlets and farming settlements** arose. They were located on the banks of rivers. At first, they consisted of bamboo cabins roofed with branches and reinforced with clay; and then stone or adobe houses. Over time, some of these settlements became **cities.**

A number of **different trades** also arose, and along with the farmers and herdsmen, the first craftsmen established themselves. They made tools that were exchanged for food with the farmers.

5.2 New contributions and inventions

The majority of Neolithic **tools** continued to be made of stone. However, they began to use a new form of working the stone: **grinding or polishing,** which eliminated rough edges and made the stone more resistant. With this technique, they made new tools that were needed to carry out agricultural tasks, such as hoes to work the ground, sickles to harvest the crops and pestles and mortars to grind the grain.

The main **inventions** of this period were pottery and woven textiles. Pottery was made by hand from clay then baked in a fire. It was used to store and cook food. Woven textiles were made from linen or wool and were woven on rudimentary looms.

Where the Neolithic period began



The **Fertile Crescent.** From here, agriculture spread across the major river plains of Europe, China and India. In America, it emerged independently.

Skills progress

Understanding historical reality

1 Which events marked the beginning and end of the Neolithic period? When did they occur?

2 Imagine that a group of archaeologists have discovered a settlement. What finds would enable them to know it was Neolithic?

a) Cereal grain.

b) Animal bones.

c) Ceramic receptacles.

d) Stone tools.

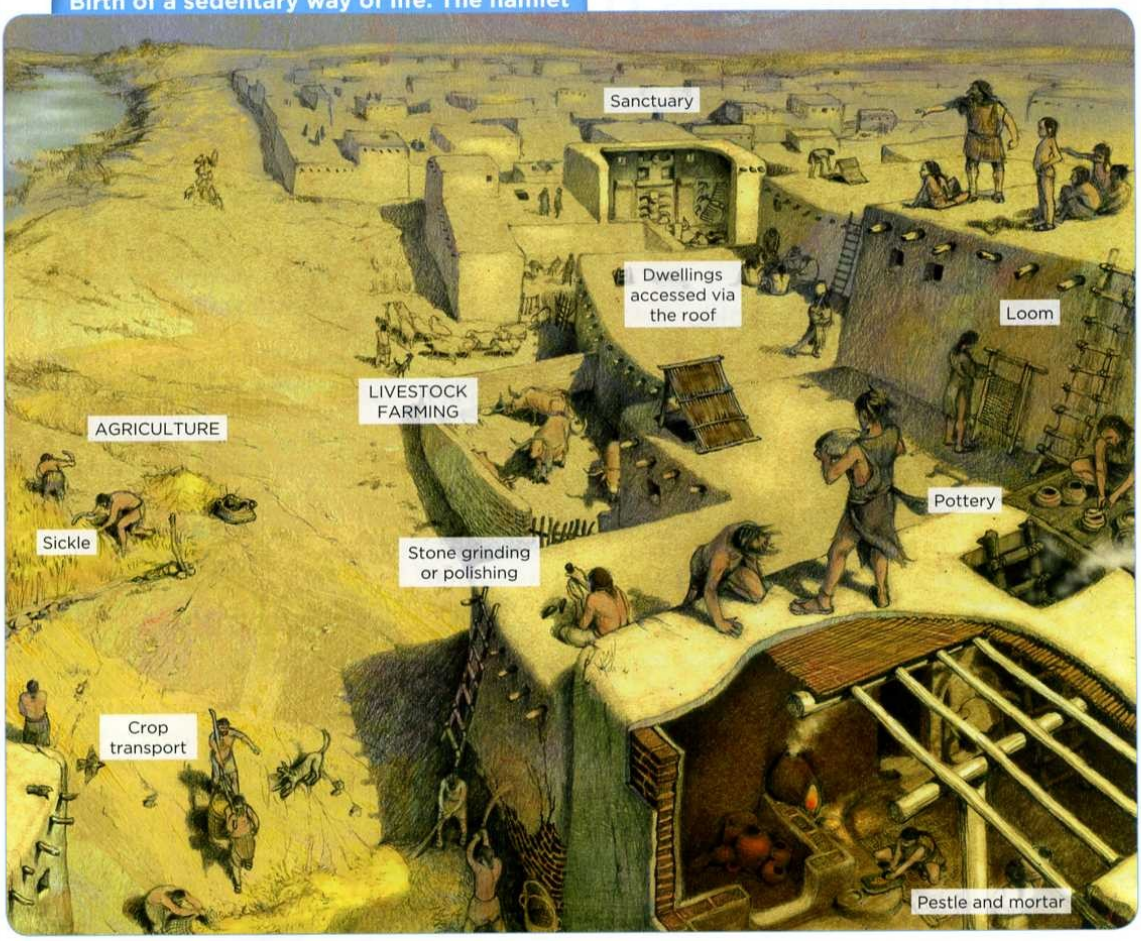
Give explanations for your answers and state the reasons for the ones you chose and rejected.

Organising information

3 Complete in your notebook a table such as this one:

Life in the Neolithic period	
Chronology	
Economy	
Contributions	
Inventions	

Birth of a sedentary way of life. The hamlet



5.3 Society, beliefs and art

Neolithic **society** witnessed an enormous increase in the population thanks to improvements in food and living conditions. This increase in inhabitants led to the emergence of leaders or rulers, who coordinated defence, water use amongst the farmers, and the undertaking of collective works, etc. Over time, these leaders became a political and religious authorities, and accumulated wealth and power.

As a result, the organisation of society became more complex as inequalities arose and a range of social groups distinguished by their wealth and labour emerged: leaders, artisans (weavers, potters, etc.), and farmers and herdsmen.

Religious beliefs were focused on rites dedicated to the following: astrological entities, which guided the sowing and harvesting of crops; the mother goddess, who ensured the fertility of the harvests and livestock; and finally, the dead.

The most important **art form** was pottery, which was decorated in a variety of ways.

Skills progress

Working with pictures

4 Study the illustration and answer the following questions:

a) What were the dwellings like?

b) Which activities did the inhabitants undertake in the hamlet?

c) What contributions and inventions are depicted?

6 Life in the Copper, Bronze and Iron Ages (I)

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The Copper, Bronze and Iron Ages began around **4500 BC,** with the discovery of metallurgy or the technique of metalworking, and it continued up until **1000 BC.** During this period, around 3250 BC, a number of peoples discovered writing, and as a result history, properly speaking, began. Other peoples, in contrast, continued to live in prehistory.

6.1 The metallurgical peoples

Metalworking

The first known metalworking was that of **copper**, around **4500 BC.** It arose in Neolithic and urban societies in the Fertile Crescent, although due to the limited durability of this metal, it was mostly used for adornments.

The search for more durable metals led to the use of **bronze,** an alloy of copper and tin, in around **2200 BC.** Eventually, around **1500 BC,** the metallurgical process for **iron** production was discovered in a location between the Black Sea and the Armenian mountains. The use of iron gave a greater superiority to the peoples that understood this metallurgical process. As a result, it took some time to spread.

Other economic activities

Agriculture and **livestock farming** continued to provide the basis for the economy, and **artisan production** continued to manufacture linen and wool textiles for clothes, as well as producing pottery.

Trade developed due to the need to obtain metals and exchange them for other products. As a result, routes running from the Fertile Crescent were developed in order to find these metals in Western and Central Europe. These routes were known as the **'metal routes'.**

6.2 New techniques, instruments and inventions

Metalworking techniques were perfected over time. To begin with, metal was worked **in a cold state,** by striking it with a hammer. Then **a forge** was used in which the metal was heated in a fire while it was hammered. Finally, **a foundry** was used, which heated the metals in a furnace until they became liquid. Then the liquid was poured into moulds of the required shape. When it had cooled, the items were polished.

Metalworking provided a great **variety of tools:** more durable agricultural tools, such as hoes and sickles; weapons, such as swords, axes, spears and shields; and domestic utensils, such as drinking vessels, jugs and bowls.

The main **inventions** of the period were the wheel, the plough and the sail. The **wheel** enabled the invention of the cart and the potter's wheel, which revolutionised ground transport and pottery production. The **plough,** pulled by oxen or donkeys, enabled the ground to be worked more efficiently and for a greater area of land to be worked in less time. The **sail** made it possible for boats to be powered by the wind.

FOCUS on English

Fertile Crescent is a term coined by the archaeologist James Henry Breasted in the 1910s. This concept refers to the area of the Near East where the first human civilisations appeared. Some sources use the less common term, **Fertile Half-moon,** to refer to the same area. This name comes from the shape of the area.

Skills progress

Understanding historical reality

1 What events marked the beginning and end of the Copper, Bronze and Iron ages? When did they occur?

2 This cast iron sword could not have been made at some of the following dates, which ones?



Give reasons for your answer in each case:

a) 6000 BC

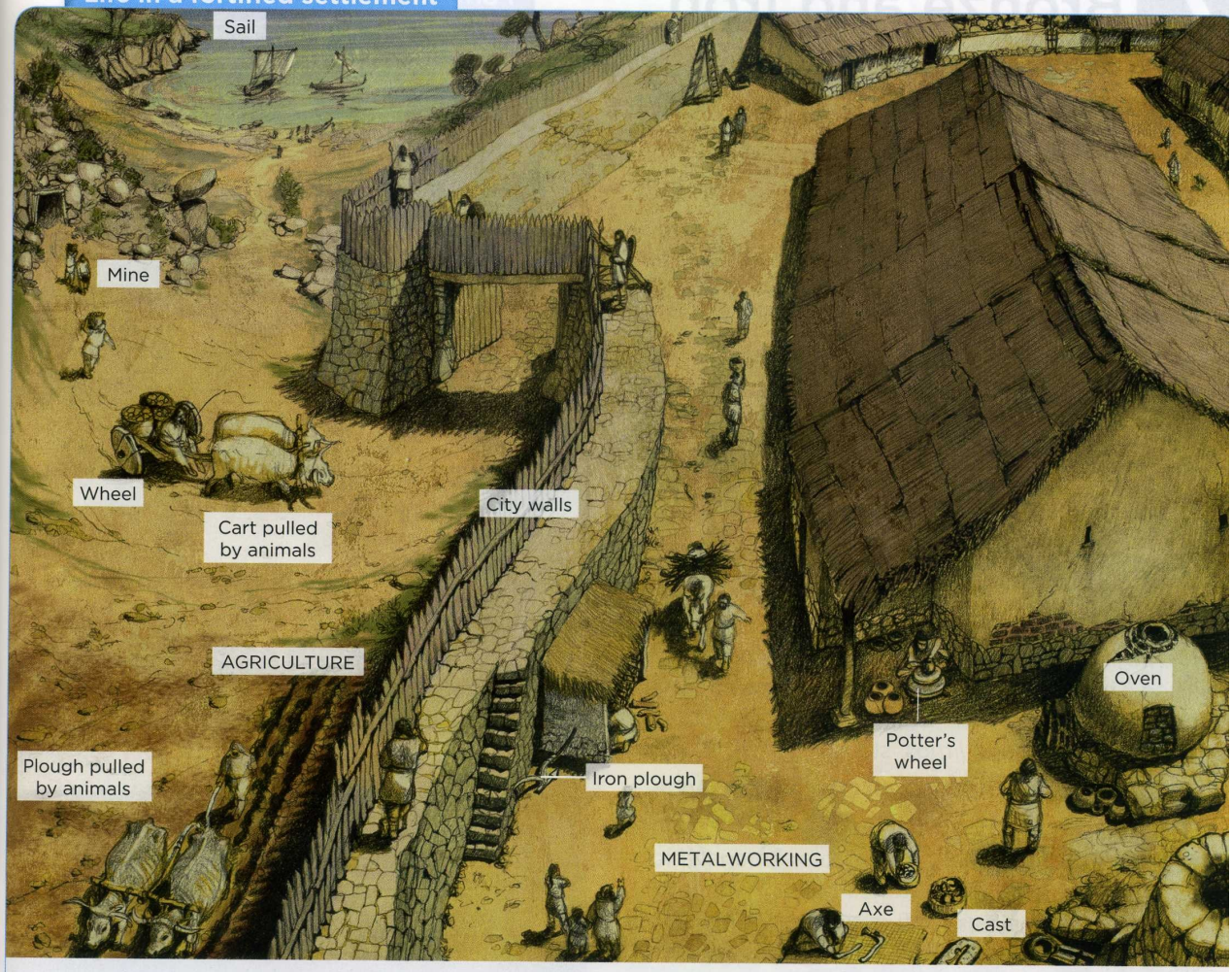
b) 2100 BC

c) 1400 BC

Organising information

3 Complete a summary table about life in the Copper, Bronze and Iron ages.
Include entries for the following sections: *chronology, main economic activities, new techniques* and *inventions.*

Life in the fortified settlement

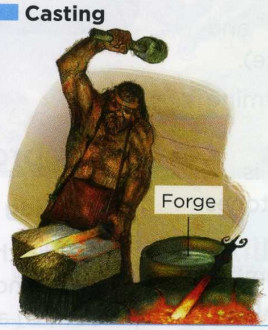


Metalworking

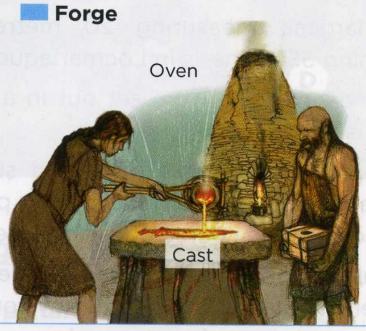
Cold state



Casting



Forge



Skills progress

Interpreting pictures

4 Study the illustrations and answer the following questions: a) What inventions from the Copper Bronze and Iron Ages are shown in the pictures? b What were the advantages of each of them? c) Wha activities did the inhabitants undertake in the fortifie

7 Life in the Copper, Bronze and Iron Ages (II)

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7.1 Social transformations

The population continued to increase. As a result, settlements grew and became small cities. Some of the cities constructed walls for defensive purposes, because efforts to control the use of metal led to wars between the peoples of different regions.

Furthermore, society became more complex as new roles emerged such as metalworkers, traders, cartwrights, sea merchants, etc. Differences between societies also increased due to the domination by societies that had a knowledge of metalworking over those that lacked this knowledge.

7.2 Art in the Copper, Bronze and Iron Ages

In this period, history's first forms of architecture emerged. These are known as **megalithic monuments,** as they were created with large stones or megaliths (from *megas,* large, and *lithos,* stone).

The megalithic monuments were created in a range of forms:

- **Menhirs** are the fundamental elements of megalithic structures. They are large stones placed vertically in the ground. Their exact function is not known: they could have been raised to stop the souls of the dead roaming, or as a form of worship of the Sun or to mark territory.

 The largest, measuring 20 metres high and weighing 350 tons, is in Locmariaquer (France).

 At times, menhirs were set out in a row, forming what is known as a **stone row.**

 The longest and best preserved structure is at Carnac (France), which has eleven parallel stones placed over the course of a kilometre.

- **Cromlechs, or stone circles,** are formed of a number of menhirs placed in a circle. They could have been used as sanctuary for an agrarian or solar cult.

 The best known example is Stonehenge (United Kingdom).

- **Dolmens** are chambers formed of large vertical stones roofed over with horizontal stones. They were used as collective burial chambers.

 In some dolmens, there was a long passageway or trabeated corridor, which is why they are known as **corridor tombs.**

Forms of megalithic construction

Menhir



Stone row



Cromlech



Dolmen



Skills progress

Analysing artworks

1 Study the photographs above and explain the differences between: a) a menhir and a stone row; b) a cromlech and a dolmen.

Understanding historical reality

2 Write down the cause of the following transformations:

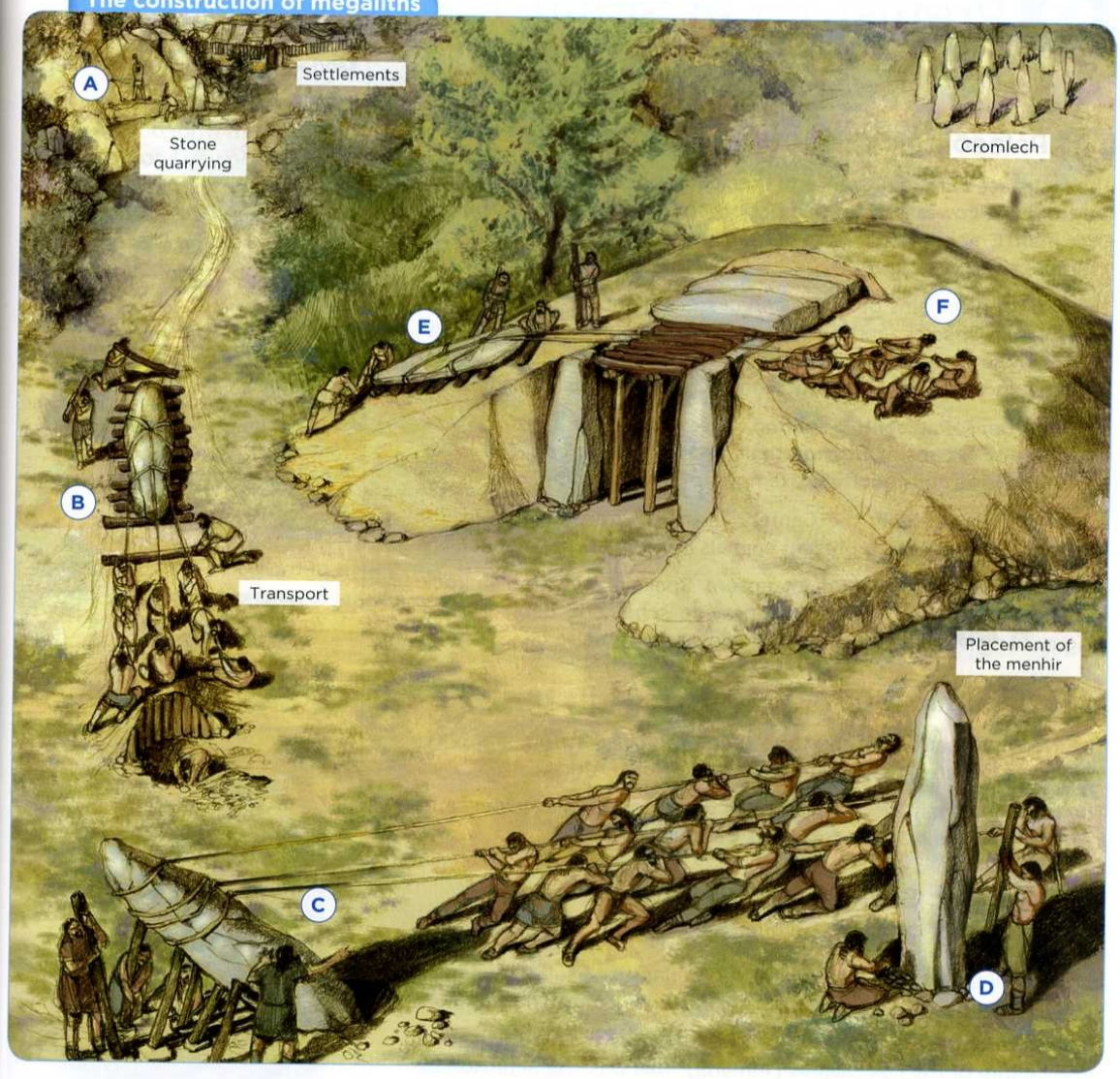
a) Appearance of small cities.

b) Increase in specialised forms of work.

c) Higher number of wars.

d) Increase in differences between societies.

The construction of megaliths



A Extraction of large blocks of stone from the quarry.

B Transport of the blocks to the construction site. Ropes, rollers and human strength were used for this.

C At the chosen construction site, the block was laid in a narrow pit. It was then raised to a vertical position using ropes and levers.

D Then the pit was filled in so that the stone remained soundly placed. In the case of a menhir, the building process ended at this stage.

E To build a dolmen, ramps were set up and used to raise a horizontal block until it was placed on the vertical blocks.

F Finally, it was covered with earth to create a tumulus.

Skills progress

Interpreting pictures

3 Study the illustration and answer the following questions:

a) What types of megalithic monuments are being built?

b) What are the characteristic features of each of them?

c) What steps have to be taken for their construction?

PAUTAS PARA LA REALIZACIÓN DE TAREAS DE LA SECUENCIA 4

TAREA 1: EJE CRONOLÓGICO Y CUADRO RESUMEN DE LOS MODOS DE VIDA DE LA PREHISTORIA

Trabajo a realizar individualmente en inglés.

Consiste en realizar una cronología y un cuadro con los modos de vida que se dieron en las etapas de la prehistoria: Paleolítico, Neolítico y Edad de los metales. Debe contener al menos los siguientes campos de información: Cronología, Organización social/familias, vivienda, economía/comida/vestimenta, tecnología/herramientas/inventos, arte y creencias. Los contenidos de las casillas del cuadro-resumen debe ser sintético y claro.

PAUTAS PARA EL EJE CRONOLÓGICO:

1 – Traza una línea recta.
2- Al principio y fin de la línea escribe el hecho y la fecha que dan comienzo y final a la prehistoria. Luego pon más fechas y hechos que marcan el inicio y final de cada una de sus etapas.
3 – Al otro lado de los hechos y fechas, por en rótulos grandes, el nombre de la etapa.
4 – Busca otro hechos y fechas significativas y añádelos al eje que ya tienes.
5 – Puedes remarcar tu eje con colores, dibujos o imágenes.

PAUTAS PARA EL CUADRO RESUMEN:

1 – Traza un borrador de cuadro en tu cuaderno.
2 - A medida que vayamos viendo los diferentes modos de vida en clase, ve rellenando las casillas con la información más importante de cada día.
3 – Busca información complementaria en el libro de texto, el dossier, otros libros y páginas de internet.
4 – Pasa a limpio el cuadro-resumen asegurándote de que la información que hay en los casilleros es sucinta, clara y correcta.

EVALUACIÓN:

En general, estos serán los criterios de calificación de la tarea:

1. No entrega el cuadro o este no contiene los contenidos mínimos correctos.
2. El cuadro contiene los contenidos mínimos, con algún error y no totalmente en inglés.
3. El cuadro está completo en inglés, los contenidos son totalmente correctos.
4. El cuadro está completo en inglés, los contenidos son correctos y hay elementos y entradas complementarias.

TAREA 2: NARRACIÓN AMBIENTADA EN LA PREHISTORIA

Trabajo a realizar en equipo, preferentemente en inglés.

Se trata de realizar en grupo una narración de 5-6 minutos ambientada en Andalucía en alguna etapa de la prehistoria o en varias de ellas. También la narración puede ambientarse en la actualidad, por ejemplo en algún yacimiento, y hablar de los modos de vida prehistóricos (por ejemplo si se hace una narración sobre una arqueóloga o alguien que viaja en el tiempo o la historia la cuenta un elemento que estuvo presente en

aquellos tiempos como un árbol milenario, una piedra, etc). La narración debe contener la explicación de, al menos, 5 de los elementos que hemos visto en clase correspondientes a aquella época: comida, vestido, tecnología, invento, vida familiar o social, vivienda, arte, creencia, etc. La narración debe leerse o representarse en clase y entregarse por escrito al profesor. Se valorará el uso de complementos como decorados o paisajes de fondo, utensilios y objetos de la época, la teatralización de la lectura, etc.

Pautas:

1- Una vez constituido el grupo, haced un guión con los elementos básicos que va a tener la narración y el lugar donde se va a situar. Los cuadros-resumen de la tarea 1 pueden ser útiles.

2- Repartíos cada parte del guión entre los componentes del grupo y buscad información sobre lo que os ha tocado en libros, dossier, internet, etc. No dudéis en pasar a l@s compañer@s lo que encontréis que les pueda ser útil.

3- Reuníos y comentad, siguiendo el guión, la información y materiales que habéis encontrado.

4- Si la información recopilada es suficiente y adecuada: redactad la historia que vais a contar.

5- Repartíos los papeles y memorizad vuestra parte.

5- Haced un pequeño ensayo.

6- Exponed el trabajo en clase.

Evaluación:

Se evaluarán dos facetas: la conjunta del equipo que ha desarrollado el proyecto, basado en el grado de consecución de los objetivos planteados; y la individual, basada en la co-evaluación de los compañeros de equipo y la observación del profesor.

Nota	**Evaluación de la exposición en equipo**
1	Falta información requerida. La que hay no está bien organizada. Casi no se le entiende o se le oye cuando habla. No mira nunca al público al exponer. Lo expuesto no tiene relación con el tema o esta muy desorganizado.
2	La información es correcta aunque algo escasa. La organización se puede mejorar. En la exposición se cometen errores de pronunciación o se habla demasiado bajo, en ocasiones se da la espalda al público, falta algún contenido o el orden no es del todo correcto.
3	La información es correcta y está bien organizada. La vocalización o el volumen de la exposición no son del todo correctos. Se mira al público pero en una postura apoyada. Hay algún fallo en el orden de las ideas expuestas.
4	La información es correcta, está bien organizada y cuenta con aspectos ampliados o complementarios. La exposición está bien vocalizada, se mira al público continuamente y se utiliza material de apoyo extra para hacerse entender mejor.

Nota	**Evaluación individual**
1	No cumple con su parte del trabajo; Es impuntual o se ausenta; No pone interés ni presta atención a sus compañeras o al profesor; Falta el respeto o molesta.
2	Es puntual y cumple con su parte del trabajo; Presta atención; Coopera con sus compañer@s y ayuda en las tareas.
3	Propone ideas y materiales al grupo y atiende a las propuestas de los demás; Pone facilidades y recursos

	para hacer los proyectos; Se interesa por cómo marcha el trabajo de sus compañeros.
4	Propone recursos y presta los suyos; Ayuda a los demás y deja que los demás le ayuden.

Enlaces de internet:

Web dedicada a la Paleoantropología, con imágenes, textos y referencias a Atapuerca:
http://waste.ideal.es/antepasados.htm.

Web muy didáctica para el estudio de la prehistoria:
http://roble.pntic.mec.es/fpef0013/prehistoriaparaprincipiantes/index.html

Fundación Atapuerca:
http://www.atapuerca.org/.

Web didáctica sobre la prehistoria, con imágenes y actividades:
http://chopo.pntic.mec.es/csanch20/PREHISTORIA/index.html

En inglés:
http://www.historiasiglo20.org/prehistory/index.htm

Unidad didáctica inglés:
http://mm.codeko.webfactional.com/2009/08/unidad-didactica-bilingue-ingles-prehistoria/

Noticia:
https://www.sciencedaily.com/releases/2009/10/091001110548.htm

Enlaces y recursos para secuencia bilingüe en prehistoria:
http://ieslasagra.wikispaces.com/Prehistoric+Period

Películas:

En busca del fuego (La guerre du feu). Jean Jacques Annaud. Francia-Canadá, 1981. NR-13.
Tres jóvenes de la tribu de los ulans, tras haber perdido el fuego, indispensable para su supervivencia, tienen que emprender una arriesgada aventura para tratar de recuperarlo. En esta búsqueda conocerán a otras tribus y sus distintas formas de vida, que contribuirán a dar un salto cualitativo en la evolución cultural de su especie. Muy bien ambientada en su intento de reflejar fielmente el mundo prehistórico.

El clan del oso cavernario (The clan of the cave bear). Michael Chapman. EEUU, 1985. ** SC.
Basada en la novela de Jean M. Auel, narra la historia de una niña cromagnon que es adoptada por un clan neandertal al verse aislada de su tribu debido a un terremoto. Tratándose de un eslabón superior a nivel evolutivo, las costumbres y el carácter de la niña le acarrearán recelos y animadversiones entre los miembros de su nuevo clan. A pesar de ello se convertirá en una mujer fuerte y decidida a sobrevivir a todas las adversidades.

10 000 (10 000 B.C.). Roland Emmerich. EEUU, 2008. ** NR-7.
Película de aventuras prehistóricas donde priman mucho más las brillantes escenas de acción que sus limitadas pretensiones artísticas. Aun así, resulta entretenida y convincente a la hora de narrar las aventuras de un joven cazador que tiene que salvar a su pueblo en un largo periplo a través de parajes hostiles repletos de peligrosas especies, hoy extinguidas, y de encuentros con otras tribus y extrañas civilizaciones que suponen una amenaza para el modo de vida del protagonista y sus congéneres.

Libros:

Bermejo, Álvaro: **El clan de Atapuerca. La maldición del hombre jaguar**, Anaya, 2012.
Bermejo, Álvaro: **El clan de Atapuerca. La elegida del arcoíris**, Anaya, 2013.
Se trata de una saga que nos traslada al Paleolítico. Un clan de hombres modernos (sapiens) se instala en la sierra de Atapuerca aprovechando sus condiciones naturales y las oportunidades que ofrece un relieve kárstico. Nos adentramos en la vida de estos humanos que habitaron en un paisaje muy diferente al actual, cuando todo estaba sometido a la última glaciación y la supervivencia era muy comprometida. El autor trata de dar vida a la información que se obtiene de las excavaciones y estudios arqueológicos.

Beyerlein, Gabriele y Lorenz, Herbert: **El sol no se detiene**, Bruño, 2008.
Un joven perteneciente a un grupo de cazadores debe superar la prueba de iniciación a la vida adulta pasando unos días solo en el bosque. Durante su recorrido se encuentra con gentes que conviven con animales y la situación le resulta extraña: es la domesticación, que él desconoce, pero que otros humanos ya practican. Han entrado en el Neolítico. La acción se sitúa en el valle del Danubio.

Deary , Terry : **Esa salvaje Edad de Piedra.** Editorial Molino, 1999.
Expone los contenidos con sentido del humor, anécdotas y curiosidades, favoreciendo el interés de los jóvenes y su espíritu crítico.

Dickinson, Peter: **El fósil perdido**, Salamandra, 2010.
Historia de dos niñas que se encuentran en el mismo lugar con una distancia temporal de cuatro millones de años. Una vive con su grupo en los orígenes del proceso de hominización. La otra está en el presente. Acompaña a su padre en la excavación del yacimiento dejado por esos antepasados.

Kurten , Björn : **La danza del tigre: una novela de la Edad de Hielo.** Plot Ediciones, 2001.
Narra el encuentro entre las especies de Homo sapiens y neandertal, que tratan de sobrevivir en un mundo hostil, luchando contra las fuerzas de la naturaleza, y muestra su modo de vida, sus creencias y sus creaciones artísticas.

Jean M. Auel, ***El clan del oso cavernario (***1980).
La heroína es Ayla, una valiente e indomable joven mujer cuya historia empieza cuando, huérfana de cinco años, es adoptada por el Clan, un grupo de Neanderthales. Al principio, Ayla inspira sorpresa luego cautela y, por fin, aceptación por parte del Clan. Iza, la curandera, y Creb el Hombre Santo, cuidan de ella. El comportamiento y las actitudes de los miembros del Clan no le es ajeno. Se interesa por las cacerías y los preparativos de las armas, algo que está prohibido a las mujeres y que ella, no obstante, domina con notable maestría. Primera entrega de esta emocionante serie situada en la prehistoria.

EVALUACIÓN Y AUTOEVALUACIÓN. 1º ESO BILINGÜE. SECUENCIA 4. ALUMNO/A:

Sobre las sensaciones y el grado de satisfacción con la secuencia realizada:

¿te ha interesado lo que hemos visto?

¿te ha gustado la manera en que hemos abordado el tema?

¿estás satisfecho/a con el trabajo que has realizado?

¿Crees que has aprendido cosas nuevas? ¿cuáles?

Sobre el grado de satisfacción con la tarea realizada en grupo. Puntuar de 1 a 4.

Grado de satisfacción con el proceso de trabajo	
Grado de satisfacción en el resultado final	
Grado de compromiso y cumplimiento en el proceso de trabajo de mis compañero/as	

Sobre los demás trabajos

¿Qué trabajos te han gustado más?	¿Por qué?	Cómo lo puntuarías (1-4)

Sobre los contenidos didácticos

CONOZCO O SE HACER	SI	NO	¿?
Medir el tiempo histórico y organizar informaciones temporales.			
El modo de vida en el paleolítico			
El modo de vida en el neolítico			
El modo de vida en la edad de los metales			

¿Tienes algo que añadir?

Calificaciones (a rellenar por el profesor)			
Criterio ponderado	**Calificación**	**Total**	**Pre-nota trimestral (sobre 10)**
Actitud			
Libreta			
Tarea 1			
Tarea 2 (colectiva)			
Tarea 2 (individual)			